

Oxbow Phenomena: Alligator Movement

American Alligators live in and around the waters surrounding Columbus and southern parts of Georgia into Florida and Alabama. American Alligators spend most of their time in the water or near the shore in shallow alligator holes that they dig, creating habitat for many wetland species. American Alligators have long, thick tails that help swim through the water. As reptiles, they are covered in scales but fall into their own category of reptiles separate from turtles, snakes, and lizards. Alligators can also run on land, lifting their bodies off the ground and moving in short bursts.

Grade	Standard	Guiding Question(s)	How to include in lesson?
K	SKL1. Obtain, evaluate, and communicate information about how organisms (alive and not alive) and non-living objects are grouped.	What things in the exhibit are living? What things in the exhibit are non-living?	-Use to discuss habitat requirements of alligators, turtles, and additional wetland wildlife <ul style="list-style-type: none"> • Make a song naming the living items in the exhibit (ex. alligator, frog, turtle, grasshopper, grass, cactus, tree)
	SKL2: Students will compare the similarities and differences in groups of organisms.	How are these alligators the same? In what ways are they different?	-Use to characterize alligators as reptiles and discuss how they are "cold-blooded" with scaly skin and a backbone -Discuss how alligators have slightly different markings or bandings from one another <ul style="list-style-type: none"> • Create a unique alligator scale pattern using triangles or diamonds
1st	S1L1. Students will investigate the characteristics and basic needs of plants and animals.	What do alligators need to survive?	-Use to discuss types of non-auditory communication like visual or tactile cues or scents <ul style="list-style-type: none"> • Develop a new way to communicate, for example not opening your mouth or using only hand gestures -Use to discuss how the alligator exhibit has space, water, food, and shelter (or cover) for the animals. <ul style="list-style-type: none"> • Draw an alligator exhibit with all four basic needs
2nd	S2L1. Students will investigate the life cycles of different living organisms	How is an alligator born? How would an alligator locate a mate?	-Discuss direct development and egg laying <ul style="list-style-type: none"> • Draw how you think an alligator hatchling looks

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3rd	S3L1b Students will identify factors that affect the survival or extinction of organisms such as adaptation, variation of behaviors (hibernation) and external features (camouflage and protection).	How does an alligator's covering help with survival? How would you describe the locomotion or movement of the alligator? How can an alligator shelter, protect, or defend themselves?	<p>-Discuss behavioral adaptations that affect behaviors such as mating, evasion of predators, and alerting of weather conditions, etc.</p> <ul style="list-style-type: none"> • Make a list of 10+ animal noises and how they help with survival <p>-Can use to analyze how the structure of the alligator's body helps it to vocalize.</p> <ul style="list-style-type: none"> • Write or draw how you think the alligator moves, eats, sleeps, etc labeling anatomy and its function or use (example: does an alligator have eyelids? do they close them to sleep? Can they sleep underwater or on land?)
5th	S5L1. Obtain, evaluate, and communicate information to group organisms using scientific classification procedures.	What group does an alligator fit into? How is this animal an invertebrate or vertebrate?	<p>-Discuss how an alligator's bones and vertebrate help give it their structure</p> <ul style="list-style-type: none"> • How do you know this animal is a reptile? • Do all reptiles have vertebrates? Why or why not?
	S5L2. Obtain, evaluate, and communicate information showing that some characteristics of organisms are inherited and other characteristics are acquired.	How is swimming an inherited or acquired behavior? How is hunting an inherited or acquired behavior?	<p>-Use to differentiate between anatomically and behaviorally different traits.</p> <ul style="list-style-type: none"> • Draw an alligator and label its anatomy and how it uses its body parts for certain behaviors <p>-Use to discuss different types of traits including reproductive, feeding, survival, locomotion, etc</p> <ul style="list-style-type: none"> • Make a list of some of the behaviors that you see in the video and if they were passed to offspring from parents or learned after birth/hatching, etc